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19 FEB 1960

JOB NO. BOX NO. FLD NO. DOC. NO. 60 NO CHANGE
IN CLASS RECLASS CLASS CHANGED TO 15 S RET. JUST 22
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NEW CLASS / REV COORD. AUTH: HR 70-3

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Career in OTR

Why OTR courses

Where do we get the requirements

Who are the students

Where does the instructor obtain assistance
Who are the instructors

Who are the instructors--selection criteria.

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Lesson (vital records)

How the student learns (principles of learning) 25

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1. Delimit term--suggested uses, illustrations
2. Advantages and disadvantages

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3. How to arrange and conduct it

4. How to determine effectiveness

— Seminar: Panel: Lecture: Guest Speaker

—Practical exercises: Written exercises: Oral exercises:

Role Playing: Critiques: Required reading: Note Taking:

- Case studies: Tutorial: Operational training, use of
- Class discussions and questions

Class discussions and questioning techniques: Problem Solving, *demonstration*

—Audio-Visual Aids

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Used as a teaching device

Used to evaluate the student

Used to report to the supervisor

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Interest--motivation

Individual differences

Tardy students--absenteeism

Shy or verbose students

Types of difficult students and hints as to methods of handling them

Other s--

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VI. BIBLIOGRAPHY

References keyed to chapter items where possible

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VII. APPENDIX

Services available to the instructor

Support Staff

Visual aids (films only): Audio aids: Graphics:

Closed circuit TV: Reproduction: Intellofax runs:

Channels for obtaining guest speakers (outside the Agency)

Registrar Staff

Library

PPS

AES

OTR (Organization chart: Regulations: Notices: etc.

Component training

Military training

for

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GENERAL NOTES:

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It is hoped that draft copies of the seven sections will be submitted to [redacted] by 1 May 1960 and that the final copy will be ready for the printer by 1 June 1960.

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[redacted] will make recommendations as to number of copies, printing, and binding of the Handbook.

Simple, stick-figure illustrations will be made by [redacted] 25X1A9a

Each author should indicate his desire for an illustration by leaving an appropriate space in the written material with a remark "Illustration". Illustrations should be for main points and, as a rule-of-the-thumb, one to a page as a maximum.

Written material should be informal in style, and where possible, in the second person. Remember, this Handbook must appeal to the new instructor as well as the more experienced instructor, and be written in the manner that will be of value to him in planning his instructional duties and in performing actual classroom activities.

Persons responsible for sections may change sequence or organization of the section in order to achieve most effective presentation.

Names appearing in front of the Roman numerals indicate responsibility for the whole section. Names appearing in front of sub-sections indicate responsibility for only those sub-sections. Coordination of sub-sections is the responsibility of the person named for the section.

Sections II, III, IV, and V (perhaps VI also) may be produced in a separate, unclassified book as contrasted to sections I and VII. Examples, illustrations, case histories, etc. appearing in the unclassified section must obviously be unclassified.